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ABSTRACT

Examining the role of the forensics coach as counselor, this paper attempts to define the role more clearly and offers guidelines and suggestions concerning where to draw the line between coaching and counseling "forensicators." The paper advances the premise that coaches have many responsibilities which include significant dimensions of counseling. Based on the results of a survey of helping and counseling skills completed by college and university forensics coaches (66 males and 32 females) in the United States, the paper presents general guidelines and recommendations as well as advice on dealing with students' eating disorders, depression, and substance abuse. The paper suggests that if coaches can instill self-esteem and self-confidence in students by helping, then they will be accomplishing their roles as humanistic educators which is aiming for the total well-being of students and fostering social and mental growth. Contains 15 references. The survey instrument is attached. (RS)

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ED 369 127

"Coaching and counseling: Where to draw the line"

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ABSTRACT

It is the goal of this paper to look at the role of coach as counselor. This paper attempts to define the role more clearly and offers guidelines and suggestions concerning where to draw the line between coaching and counseling forensicators. This paper advances the premise that coaches have many responsibilities which include significant dimensions of counseling. If coaches can instill self-esteem and self-confidence in students by helping, then they will be accomplishing their roles as humanistic educators which is aiming for the total well-being of students and fostering social and mental growth. (93 words)

INTRODUCTION

As a competitor, I thought my team was unique. One of my debate partners was bulimic, two were on antidepressant medications, and everyone hated their home life. I remember one tournament where I watched my debate partner eat dinner and then excuse herself to go to the restroom. I wasn't more than five seconds behind her, yet she was able to vomit before I entered the restroom. The next day, she was so weak, she couldn't concentrate at the tournament. Other teams didn't have these problems--did they? As a coach, I have once again been faced with student's problems ranging from low self-esteem to rape. As I sought advise from colleagues, I learned that I wasn't the only coach being confronted with forensicator's problems. Other teams **did** have many of these same problems.

Celeste Thomas, a counselor at James Madison University stated in an interview on October 23, 1993, that "today's students have more severe problems than a few years ago. In fact, most are coming to college already diagnosed with mental illnesses." As authority figures, with whom students spend a lot of time, coaches are being asked to counsel or help them through these psychological difficulties. When students bring these kinds of problems to the coach it creates a unique situation. We are no longer just teaching them how to write a good introduction, now we are being asked advice on issues ranging from how to end an abusive relationship to whether or not to have an abortion. As teachers we address interpersonal communication, relationship building, and small group theory. As coaches/counselors we are asked to move beyond our training, and the "normal" problems of college life, and become counselors. But are we qualified?

At the 1992 Speech Communication Conference in Chicago a roundtable discussion entitled "I'm your coach not your therapist" was held. This panel discussed the ramifications of coaching a person's life as well as their individual events. While few solid conclusions were drawn, the panel did set the groundwork for a new area of study. The panel identified a number of questions coaches

should address if they are considering helping students with their personal problems. Are we qualified? Should we counsel students? And if so, how far should we go? All of these are valid concerns when considering our expanding roles as coaches.

This paper is a response to some of the panel's questions. It is the goal of this paper to look at the role of coach as counselor. This paper will attempt to define the role more clearly and offer guidelines and suggestions concerning where to draw the line between coaching and counseling forensicators, first by defining our roles as coaches; then examining where the line is drawn; and finally looking at the major clinical disorders seen on college campuses and what roles coaches should play if students have mental health issues and are active participants. It is my premise that we do have a responsibility to our students. This responsibility includes significant dimensions of counseling.

METHOD

Surveys of helping and counseling skills were distributed to 300 college and university coaches in the United States (see appendix A for survey). Addresses were obtained through mailing lists from the American Debate Association and the National Forensic Association. One hundred and one completed surveys were returned and 6 surveys were returned because of inaccurate addresses or addressees were no longer actively coaching a program for a response rate of 34.35%.

First, the respondents were asked to indicate demographic information about themselves and their program. In addition, respondents were asked what types of psychological problems their team members have had, how readily respondents can identify those problems, and how qualified they believe they are to counsel or help a forensicator with one or more of those problems. This information was collected and was broken down into percentages. These percentages will be used throughout this paper for justifying the significance of being an effective helper.

Finally, a content analysis was conducted for question twenty. This question asked coaches what they believed to be the

responsibilities of the forensic coach when a team member is having a problem. The intent was to discover themes in the general helping philosophies of coaches. Five major themes developed from the responses and they were clustered into the following categories; listening, helping, supporting, referring, and noninvolvement. These themes are discussed in greater detail in the last section of the paper.

Sixty-six males and thirty-two females from private and public two-year and four-year universities completed every question on the survey. Twenty-eight of the respondents have been coaching between one and five years. Twenty-four of the respondents have been coaching between six and ten years. Twenty of the respondents have been coaching between eleven and fifteen years and twenty six of the respondents have been coaching for over sixteen years. It is interesting to see that more males responded to the survey than did females. Even more enlightening is the almost perfect breakdown in the number of years people have been coaching. The survey offers a good representative sample of the forensic coaching community, their experience, and the problems they have experienced.

Support

No one is immune to all of the problems put forth in the survey. While depression, substance abuse, and eating disorders are not as common as relationship problems, they are still quite prevalent. As coaches, we have a responsibility to help our students through these troubled times when it affects their individual performances and the team.

Lawrence Brammer, a counseling theorist, defines helping as a process of enabling another person to grow in the directions that person chooses, to solve problems, and to face crises. Brammer believes that helping is a function of all concerned human beings and is not limited to professional helpers. He states, "Help consists of providing conditions for helpees to meet their needs. The kind and amount of help given depends on the needs at the time" (Brammer, 1985, p. 8).

William Schutz suggests that the three basic human needs that influence individuals are inclusion, control, and affection (Schutz, 1966). Forensics provides for each of these factors. Choosing which events to enter, examples to use, or selections to perform gives students control over their environment. For others, it is the interactions at team meetings, tournaments, and in vans that makes them feel a part of a group. Also, their interactions with coaches can meet the basic need for affection. Coaches can act as substitute caregivers by being concerned about how a student is feeling. The emotional support that team members give to each other and coaches give to their teams creates a healthy environment which allows students' interpersonal needs to be met.

While many students are well adjusted and enjoy the positive interactions and achievements that forensics has to offer, some students require more attention and have greater needs. This creates problems for coaches when individual needs start to interfere with the needs and goals of the team. At this point, coaches must consider what type of action should be taken. Do they remove the student from the team or do they work through the problem?

A winning performance is more than delivering a well-written speech. A student must be convinced that they have the talent necessary to succeed. Forensics is a co-curricular activity that supports the concept of improving students overall communication skills. Helping students grow as individuals is one of our responsibilities as educators.

If Klopf and Lahman (1976) were correct in stating that the paramount goal of the forensics program is the total growth of the student, then I believe it is the responsibility of the coach to work with the whole student. In fact, I contend the well-being of individual competitors is <u>necessary</u> for a successful team. When you have one student draining the energy from the coaches and other team members, it will impact performances.

Forensics can and should address the whole student. At the Delphi Conference, which was held in the mid 1970's to formulate a statement which would define forensics, resolutions were adopted

by the American Forensic Association and the Speech Communication Association concerning the goals and roles of forensics as a communication activity. Resolution four states:

> "Forensics should be viewed as humanistic education. Forensics educators should provide a wholesome, exciting learning environment in which students are encouraged to develop positive attitudes toward the worth of ideas and toward themselves, other persons, and society at large" (McBath, 1975, p. 14).

The discussion that followed this resolution dealt with students' personalities and how they are affected by their experiences in forensics. Conferees acknowledged that: "Inquiry into, and confrontation among ideas and values inevitably must affect their own conscious and unconscious choices in personal values, self-images, and world views. **Hence, the forensics educator should be concerned that the impact of forensics participation upon the student be positive. Such a result is enhanced by regarding forensics as an enterprise in humanistic education**" (McBath, 1975, p. 92). While trying to coach a poetry selection, we ask students to interpret the feelings of the authors. In persuasive speeches we ask students to appeal to our emotions as well as our sense of logic. Forensics is a communication activity. If we ask the students to explore their emotions and internalize the characters we must be available to work with the results.

Sillars and Zarefsky, believe if "we were to limit our definition of the roles of forensics and forensics directors to pedagogy and scholarship, there would be enough to do within the interdisciplinary goal structure set out there. But there may be other roles" (McBath, 1975, p. 92). Traditionally, a coach was thought of as a teacher of skills, an administrator, and a chaperon. The coach is much more than that. As coaches, we have a great deal of contact with the students. We see them in practice, at team meetings, and during the tournaments. The coach must also be a friend, a parent, a role model, and a counselor. Many teachers do not get to know students very well in a personal sense, but a coach who has built up rapport with students by

establishing trust and building relationships in real life contexts is both exposed and accessible to those with troubles (Jones et al, 1982 p. 22).

If we are to be effective coaches, we must be aware of the duties it involves and prepare to be confronted with the problems they bring. Creating a positive climate where students feel welcomed is very important (Destephen, 1982, pp. 5-6). If they do have low self-esteems or poor self-concepts, coaches sometimes need to address the behaviors associated with these feelings in order to be able to focus on individual performances. If a student is unwilling to look you in the eye then as their coach we must address that behavior. Once we start trying to change behaviors we are counseling.

"Behavior therapy is a belief that emotional, learning, and adjustment difficulties can be treated through a variety of prescriptive, mechanical, usually nondynamic techniques and procedures"(Belkin, 1987, p. 92). Even if we use the traditional definition of coach--the teacher of skills--we are using practice and repetition to change performance behaviors. The key to incorporating counseling philosophies is being very conscious of our limitations in each specific situation.

Limitations

There are many reasons why we should limit our involvement in helping students with their problems. The amount of time it consumes, the legal ramifications, and our qualification are three very serious issues that must be addressed.

Time. There never seems to be enough of it. Trying to balance a personal life with coaching and teaching seems almost impossible. Adding a new dimension to the coaching role does not have to take a lot of additional time. Some will argue that if you open your door to students you will end up doing more and more helping and less coaching (Kuper, 1991, p. 3). Helping may require some extra time, but by adding esteem building techniques to your coaching style and empowering students with confidence, the long term benefits outweigh any additional time commitment

that may be involved in helping students. It may even be as simple as listening to students in the van on the way to a tournament.

Legally, there are many dilemmas coaches face when they become involved in the personal lives of students. If the student is a minor, teachers and coaches are required by law to report cases of abuse or neglect to the appropriate child welfare agencies. As students become adults, the legal line is very complicated. "Establishing trust with students is a paramount goal. Being able to keep information confidential is very important, but, coaches may be asked to testify in an action involving information learned through the counseling situation. Privileged communication is a formal legal confidentiality extended to a few such as priests, lawyers, and physicians, but is not given to teachers and coaches" (Jones et al, p. 25).

The 1992 SCA panel recommended the creation of a contract between coaches and students to protect coaches from liability. One possibility is to have that contract notarized. Some states such as California have medical release forms for students. Perhaps altering that type of document could protect coaches. Legally, the grounds are very unclear. In certain cases you may be confronted with turning your students over to the proper authorities. Do you handle someone who is stealing from the team or do you report them to the police? It is a tough call. I challenge forensic theorists to investigate the legal ramifications of counseling students more closely.

Lack of experience and qualifications are the greatest limitations which may prevent coaches from counseling students. For the most part **we are qualified to handle many subjects**. Twelve respondents reported having formal training in counseling and sixty one respondents have training in communication with degrees conferred. This training combined with personal experience leaves the majority of respondents feeling as if they have average or above average qualifications in *identifying* the list of problems noted in the survey.

While coaches feel relatively comfortable *identifying* the problems, they feel much less comfortable *counseling or helping* students with specific problems. When looking at psychological problems such as depression, substance abuse, eating disorders, severe anxieties, and dealing with sexuality problems on average less than thirty percent of the respondents believe they are qualified to help students with these problems. This is not surprising. The frequency of occurrences as well as the lack of training in these areas does not qualify us to be primary counselors in these situations. So what should we do if we have student with these problems?

GUIDELINES AND RECOMMENDATIONS:

GENERAL

Dr. Alan Schwitzer, a licensed psychologist and counselor at the James Madison University Counseling Center in an interview on October 20, 1993 recommends if you are going to counsel a student you should be aware of what obligations you are going to be taking on and what your motivation is for taking on the role of counselor.

Being able to notice the problem or having someone bring the problem to you is the first step towards treating the problem. Next, you must decide on what approach is right for the situation. Is it something that you should approach with a student? Is it something that could be solved by working with the team? Is it something that should be referred to outside professionals? Or should you simply stay out of this situation?

Lawrence Brammer suggests using helping skills that will promote understanding of the student and their problems. Brammer clusters these skills into seven areas. Listening, leading, reflecting, summarizing, confronting, interpreting, and informing skills are important for the helper to learn before they enter a counseling situation (Brammer, 1985 p. 61). These clusters parallel the list of responses from question twenty which ask coaches about their responsibilities when a team member is having

a problem. Based on the content analysis, five major categories emerged. Only eleven responses mentioned not getting involved. Twenty-four people specifically mentioned the need to support students. Forty-nine people are most likely to listen to students. Forty-three respondents will assist and actually become involved with the students problems and fifty-five respondents recommended referring students to other authorities. As communication professors these skills are already taught in a variety of our classes. The key is learning how to successfully implement a variety of these skills into a counseling situation and where to draw the line of involvement.

For some people, coaching is their life. Dr. Schwitzer cautions coaches from becoming too involved in student's personal lives. Examine your motivations for helping students. Are you helping students because they have asked, or is there a risk to them or the team? If so, you are probably engaging in healthy interactions. However, are you helping students because of your interpersonal needs for control, affection, or inclusion? If so, you may be crossing the line and doing more harm than good. Students must be as self sufficient as possible. Coaches should be available to help students when *they need* it.

The majority of problems coaches are asked to deal with are communication based problems. Over sixty percent of the respondents believe they have average or above average qualifications in dealing with communication based problems. Problems with significant others, families, friends, and roommates as well as poor self concepts are considered communication based. More coaches feel as if they are qualified in handling these types of situations. Since most of the respondents are university professors, this seems to make sense. I believe coaches are willing to practice what they are teaching in the classrooms.

While helping students with relationship problems seems to be within our grasp, it is the other psychological problems that are outside of the coaches expertise. How can forensics still benefit people who are dealing with potentially life threatening problems? The following are general guidelines for approaching students with

three potentially life threatening problems that coaches have faced during their careers.

EATING DISORDERS

Twenty-seven respondents or roughly twenty-six percent reported that in the last three seasons of competition they have had at least one student with an eating disorder. Approximately forty-five percent of the respondents feel as if they could adequately identify a student with an eating disorder, but only twenty six percent believe they have average qualifications in helping someone with an eating disorder.

Eating disorders such as Anorexia Nervosa (starving one's-self) and Bulimia (bingeing and purging) are potentially life-threatening problems. Eating disorders usually affect young women who have low-self esteems and a predisposition to intense mood swings. Specialists from the UCLA Eating Disorders Program have described a profile of individuals with anorexia. "They are often compliant "model children" who tend to be intelligent, perfectionistic, and have high personal standards" (cited in University of Illinois at Urbana-Champaign, 1986).

The forensic community prides itself on our competitor's being brighter and more motivated than the average student body. This motivation may drive a perfectionist. It also drives a bulimic. The pressure to succeed can often set the person off and cause an attack. So what can you do to help the student before it affects the team?

HOW TO HELP SOMEONE WHO HAS AN EATING DISORDER
(U of I at Urbana, Counseling Center, 1986).

1. Don't nag about eating or not eating. Don't spy. People with eating disorders are already extremely self-conscious about their eating habits. The most you will do is increase their discomfort and force them to be even more secretive.

2. Don't agree to help the person control eating by hiding food to keep them from binge eating. The person with bulimia may request such "help" initially, but will end up resenting it and finding other ways to binge.

3. Do remember a person with an eating disorder is just that--first a person, and only secondarily one who has trouble with food.

4. Do be available to listen to the person in times of distress. One of the best ways to help someone gain control over eating to reach out to that person as a friend instead of focusing on his or her eating behavior.

5. Do be supportive and encourage the person to get help. Medication, psychotherapy, and nutrition education can all be helpful. Let the person know you care. Don't let yourself be convinced that the person really doesn't have a problem. The problem exists and there is hope.

If one person has an eating disorder, it can affect the whole team. Meal times at tournaments are usually a time for social bonding. If you know that you have a student with an eating disorder, or even if you don't, I offer one more suggestion concerning food. Forensics tournaments are not the most healthy settings. Donuts and coffee at 8:00 a.m. and lunch if there is time, makes eating regularly very difficult. Everyone is concerned about their health. If you can help your team eat better--do so. Try to avoid restaurants that specialize in high fat foods. Also, if you can pack healthy lunches or snack foods instead of skipping meals or eating fast food all weekend, it will help everyone on your team increase the energy they have while competing. Your team will appreciate the break from fast food and the student with the disorder will feel less threatened by their environment.

One coach reported that her student was recovering from bulimia. When the student joined the team, she was very open with the coach about her disorder. The student asked if they could avoid eating pizza. It seems that the student was especially vulnerable to bingeing on this food. It was easy enough to eliminate pizza from the menu when that student was traveling. This change let the student concentrate on competition rather than eating. You can't let the student control the teams actions, but you can adjust your habits if it's beneficial to everyone.

DEPRESSION

Dr. Schwitzer, mentioned that depression is a life threatening illness that cannot be ignored. He stated: "In your roles [as coaches] you need to take on the responsibility of approaching students. But first, you must be educated on the signs of depression and realize they may even be present when the person gets help"(Personal Communication, October 20. 1993).

Over fifty-eight percent of the respondents have dealt with a member of their team being depressed. Sixty-three percent believe they have average qualifications in identifying a depressed student and about half, forty-nine percent, feel as if they could handle a depressed student.

There must be a distinction made between a student in a blue mood and a student with a depressive illness. A student with a depressive illness may have any or all of the following: prolonged feelings of sadness and irritability, loss of interest or pleasure in activities (such as forensics), changes in weight or appetite, changes in sleeping pattern, feeling guilty, hopeless, or worthless, inability to concentrate, remember things, or make decisions, extreme fatigue or loss of energy, restlessness or decreased activity; and finally thoughts of death or suicide (Diagnostic and Statistical Manual of Mental Disorders III, 1987 pp. 222-223). Students who feel blue today can feel good tomorrow. A person with a depressive illness cannot.

There are 3 major forms of depressive illness: Major depression, which may occur, once, twice, or several times in a lifetime and interferes with the ability to work, sleep, eat, and enjoy once pleasurable activities. Dysthymia, which involves long-term, chronic symptoms that do not disable, but keep you from feeling good. And the last type of depression is manic-depressive illness. The manic-depressive illness involves cycles of depression and elevation. Mania often affects thinking, judgment, and social behaviors in ways that cause serious problems and embarrassment (National Institute of Mental Health, p. 1-3).

Clinical depressions can be controlled with medication. However, there are some things helpers can do for people who are under medication or are in blue moods.

HELPING SOMEONE WHO IS CLINICALLY DEPRESSED

(NIMH, p. 9)

1. Help them get diagnosis and treatment.
   As a coach or as a friend, the most important thing anyone can do for the depressed person is to help them get appropriate diagnosis and treatment.

2. Offer emotional support.
   This involves understanding, patience, affection, and encouragement. Engage the depressed person in conversation and listen carefully. Do not ignore remarks about suicide. Always report them to the doctor.

3. Encourage participation in activities.
   Be gently insistent but do not push the depressed person to undertake too much too soon. The depressed person needs diversion and company, but too many demands can increase feelings of failure.

4. Do not accuse the depressed person of faking it.
   Most depressed people do get better with treatment or medication. Keep reassuring the depressed person that with time and help, he or she will feel better.

If a person is not well enough to travel, do not push it.

A depressed student can seriously affect the morale of the team. Dr. Schwitzer emphasized that a student should not be allowed to manipulate the team. If behaviors become disruptive, the coach must be consistent with team policies and enforce appropriate consequences.

Suicide is a greater possibility in people who are lonely and depressed. Don't let the warning signs go unnoticed. Many persons state their intent while others may hint at their plans. General statements describing feelings of depression, helplessness, extreme loneliness, and/or hopelessness may suggest suicidal thoughts (University of Illinois at Urbana Champaign, 1984). Tragically, the forensics community has been made aware of the effects of suicides on surviving coaches and team members. As one coach stated: "It causes me to be more proactive and

aggressive in getting students help." If you suspect a student is severely depressed and experiencing suicidal tendencies, refer the student to the appropriate resources. If you have to, go with them to seek professional counseling. The risk of not getting involved in this type of problem is too great.

SUBSTANCE ABUSE

Most colleges and universities have a policy concerning alcohol consumption on sponsored activities. If not, it is recommended that it is put into the teams by-laws. Once again, students must be responsible for their actions. Heavy consumption of alcohol becomes the team's problem when it starts to interfere with a person's emotional or physical well-being. When drinking starts interfering with a student's social relationships and performance in rounds the next morning, something needs to be done. Alcohol abuse can result from attempts to cope with stress, depression, loneliness, anxiety, pressure and also from social environments that encourage heavy drinking (Halek, 1991, p. 37). Heavy drinking is often a sign that there is a more severe problem that needs to be examined. There is something we can do as coaches.

WHAT TO DO WITH A STUDENT WHO HAS A DRINKING PROBLEM

Adapted from Counseling Matters, 1991, pp. 37-38.

1. Do not resort to negative labels.
   Alcohol abuse can result from attempts to cope with stress, depression, loneliness, anxiety, pressure, and also from social environments that encourage heavy drinking.

2. Realize that learning to choose to drink or not is part of growing into an adult role.
   Decisions have to be made about what makes you feel comfortable and what is consistent with your [student's] self image.

3. Talk to the students about the pressures to drink and attitudes about drinking that exist in your social group [the team].

4. Consult with professionals.

Tournaments are stressful times. Having a drink with a student who is of age is a personal choice for coaches. However, what you do and how you behave is extremely important. [Students] watch their coach carefully. When [students] like and respect their coach, they imitate their behavior; they see and accept many attitudes they detect in the coach (Coaching Theory Level Two. 1982 p. 1-6). If a coach is typically going back to the hotel and drinking heavily, it sets the tone for the team. I am not saying that if you set a good example it will prevent an alcoholic from drinking. If a student physically needs the drink and the student's drinking is harming the performance of the individual or the team being able to enforce an alcohol policy on your team may be necessary. As an individual, you can only help an alcoholic, if they want it. However, your first responsibility is to the team.

If you suspect students are using drugs, once again you have a decision to make. Drug use and abuse are beyond the abilities of coaches. Being a good listener and supporter of the student should be a main objective after a student has received help for a substance abuse problem.

Many students are already in recovery programs and simply need someone to support them and help them rebuild their self-esteem. Forensics can offer students an outlet for building self-confidence. Providing students with an environment that promotes growth and understanding can be a healthy alternative to a past lifestyle.

CONCLUSIONS

These recommendations are specific to three disorders. This paper falls short in providing in depth recommendations for dealing with communication problems or other major disorders because each situation requires different techniques. The forensics community cannot ignore the role of coaches as counselors. The forensics coaching community does have a

responsibility to help students grow both mentally and emotionally. This responsibility requires commitment. Since the forensics community does not require coaches to be certified or have any formal training in counseling, educators should strive to reach this commitment by educating themselves on crisis counseling techniques as well as basic counseling techniques. In order to prepare for problem situations it is recommended that in-services or panels at major communication conferences attack specific guidelines for dealing with students needs. Also, we must delve into researching the interpersonal communication patterns in the forensics arena. Ultimately, students must direct their own course of events in which they participate and their lives outside of forensics. If we can instill self-confidence and self-esteem in our students by helping them through troubled times by: listening, advising, referring, and helping when we feel qualified then we will be accomplishing our goal as humanistic educators which is aiming for the total well-being of students and fostering social and mental growth. The coach who cares about the team and its competitive success will also care about the players [forensicators] and will listen, help, advise, and stand by the players [forensicators] as a true friend and counselor (Jones et al 1982 p. 24).

Appendix A

Counseling Survey

Please circle all appropriate responses

A. University/College Information

1. Type of institution
   a. private college/university
   b. two-year college/university
   c. four-year college/university

2. Size of institution
   a. 1,000 to 5,000 students
   b. 5,000 to 10,000 students
   c. 10,000 to 15,000 students
   d. 15,000 and over

B. Forensics Information

1. What are your primary responsibilities?
   a. individual events
   b. debate
   c. both
   d. administrative

2. What type of forensic program exists at your current school?
   a. individual-events
   b. debate
   c. individual-events and debate

3. Gender
   a. male
   b. female

4. How many years have you been coaching?
   a. 1-5
   b. 6-10
   c. 11-15
   d. 16+

C. Counseling Information

In the last three seasons, how often have you **dealt with** a member of your team with oneor more of the following problems?

1. Student has problems with boyfriend, girlfriend or spouse.
   a. 0
   b. 1-5
   c. 6-10
   d. 11-15
   e. 15+

2. Student has problems with parent or family.
   a. 0
   b. 1-5
   c. 6-10
   d. 11-15
   e. 15+

3. Student has problems getting along with others.
   a. 0
   b. 1-5
   c. 6-10
   d. 11-15
   e. 15+

3. Student has problems getting along with friends.
   a. 0
   b. 1-5
   c. 6-10
   d. 11-15
   e. 15+

4. Student has problems getting along with roomate or current living situation.
   a. 0
   b. 1-5
   c. 6-10
   d. 11-15
   e. 15+

6. Student has problems with self-concept isues.
   a. 0
   b. 1-5
   c. 6-10
   d. 11-15
   e. 15+

7. Student has problems with depression.
   a. 0
   b. 1-5
   c. 6-10
   d. 11-15
   e. 15+

8. Student has problems with substance abuse.
   a. 0
   b. 1-5
   c. 6-10
   d. 11-15
   e. 15+

9. Student has problems with eating disorders.
   a. 0
   b. 1-5
   c. 6-10
   d. 11-15
   e. 15+

10. Student has problems dealing with stress.
   a. 0
   b. 1-5
   c. 6-10
   d. 11-15
   e. 15+

11. Student has problems dealing with their sexuality.
   a. 0
   b. 1-5
   c. 6-10
   d. 11-15
   e. 15+

12. How qualified do you think you are to **identify** these problems?
   5=very qualified 4=above average 3=average qualifications
   2=somewhat qualified 1=not qualified to handle the subject.

Problems with significant others	1	2	3	4	5
Problems with family	1	2	3	4	5
Getting along with friends	1	2	3	4	5
Getting along with roommates	1	2	3	4	5
Poor self concept	1	2	3	4	5
Depression	1	2	3	4	5
Substance abuse	1	2	3	4	5
Eating Disorders	1	2	3	4	5
Severe anxieties	1	2	3	4	5
Dealing with stress	1	2	3	4	5
Dealing with sexuality problems	1	2	3	4	5

13. On what basis do you think you are qulified to **identify** these problems?
    a. Formal training in counseling, degree conferred
    b. Formal training in communication degree conferred
    c. Attended workshops and clases in specific areas
    d. Personal experience
    e. I have no formal qualifications

14. How qualified do you think you are to counsel or help students in the following areas:
    5=very qualified 4=above average 3=average qualifications
    2=somewhat qualified 1=not qualified to handle the subject.

Problems with significant others	1	2	3	4	5
Problems with family	1	2	3	4	5
Getting along with friends	1	2	3	4	5
Getting along with roommates	1	2	3	4	5
Poor self concept	1	2	3	4	5
Depression	1	2	3	4	5
Substance abuse	1	2	3	4	5
Eating Disorders	1	2	3	4	5
Severe anxieties	1	2	3	4	5
Dealing with stress	1	2	3	4	5
Dealing with sexuality problems	1	2	3	4	5

15. Have you ever sought training in counseling so that you could better respond to students' problems?
    a. Yes
    b. No

16. What type of counseling services are available to students on your campus?
    a. Full psychological counseling
    b. Academic counseling only
    c. Outside referral service
    d. I don't know what services are available

17. Have you ever referred students to counseling services?
    a. Yes
    b. No

18.When students come to you for help, what is your normal response?

a. I will involve myself in the student affairs
b. I listen and offer advice
c. I listen but rarely offer advice
d. I remain deteched from student problems
e. I referr students to others

19. How comfortable are you with the level of counseling you are doing with your forensic team?

a. very comfortable
b. comfortable
c. would like to be doing more
d. would like to be doing less
e.uncomfortable

20. What do you believe are the responsibilities of the forensic coach when a team member is having a problem?

21. If you will, please take a few minutes to comment on a specific problem that occurred on your team, how this problem was handled, and the impact the problem had on your philosophy toward approaching students' problems.

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